

# **IASA Self-Assessment Tool**

## **Appendix D — Title VII – Bilingual Education, Language Enhancement, And Language Acquisition Programs**

### **Authorizing Statute**

Public Law 103-382 (*Improving America's Schools Act*)

### **Target Population**

State and local school districts that are developing programs of instruction which are offered to children and youth with limited English proficiency.

### **Purpose**

The purpose of this part is to educate children and youth with limited English proficiency to meet the same rigorous standards for academic performance expected of all children and youth, including meeting Arizona's Academic Standards.

### **Program Description**

To develop systemic improvement and reform of educational programs serving students with limited English proficiency through the development and implementation of exemplary bilingual education programs and special alternative instruction programs; develop bilingual skills and multicultural understanding; develop the English of such children and youth and, to the extent possible, the native language skills of such children and youth; provide similar assistance to Native Americans with certain modifications relative to the unique status of Native American languages under Federal law; develop data collection and dissemination, research, materials development, and technical assistance which is focused on school improvement for students with limited English proficiency; and develop programs which strengthen and improve the professional training of educational personnel who work with students with limited English proficiency.

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## **Parameters**

State educational agency shall use funds to:

- assist local educational agencies in the State with program design, capacity building, assessment of student performance, and program evaluation; and
- collect data on the state's limited English proficient populations and the educational programs and services available to such populations.

## **Collaborating Programs**

Bilingual Programs and English As A Second Language Programs and IASA administered programs.

## **Grant Period**

The year of the grant runs from July 1 to June 30. The original grant year can be extended to September 30. Carry-over funds may be spent over a period of 27 months.

## **Eligible Recipients**

Public school districts, private schools, and charter schools.

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**Local Education Agency (LEA)**  
**Bilingual Education Capacity and Demonstration Grants**  
**(IASA Title VII, Part A, Subpart 1, Sections 7112 through 7123)**

**PART A: PROGRAM COMPLIANCE**

*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
<b>Program Development and Implementation Grants (Section 7112)</b>					
1	The LEA has applied for and received a program development and implementation grant.				
2	Grant funds are used to improve the education of limited English proficient students and their families by:				
	a) implementing family education programs and parent outreach and training activities designed to assist parents in becoming active participants in the education of their children;				
	b) improving the instructional program for limited English proficient students by identifying, acquiring, and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;				
	c) compensating personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to children and youth of limited English proficiency;				
	d) providing tutorials and academic or career counseling for children and youth of limited English proficiency; and				
	e) providing other related activities, as approved by the Department of Education.				

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*(Check responses agreed on by your self-assessment team.)*

	Yes	No	In Progress	Evidence
<b>Program Enhancement Projects (Section 7113)</b>				
1) The LEA has applied for and received a program enhancement project.				
2) Grant funds are used for providing inservice training to classroom teachers, administrators, and other school or community-based personnel to improve the instruction and assessment of language minority and limited English proficient students.				
3) In addition, program enhancement project dollars may be used for:				
a) Implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;				
b) improving the instructional program for limited English proficient students by identifying, acquiring, and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;				
c) compensating personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to children and youth of limited English proficiency;				
d) providing tutorials and academic or career counseling for children and youth of limited English proficiency;				
e) providing intensified instruction; and				
f) providing other related activities, as approved by the Department of Education.				

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*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
<b>Comprehensive School Grants (Section 7114)</b>					
The LEA has applied for and received a comprehensive school grant.					
1)	Funds are used to improve the education of limited English proficient students and their families by:				
	a) Implementing family education programs and parent outreach and training activities designed to assist parents to become active participants in the education of their children;				
	b) improving the instructional program for limited English proficient students by identifying, acquiring and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;				
	c) compensating personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to children and youth of limited English proficiency;				
	d) providing tutorials and academic or career counseling for children and youth of limited English proficiency;				
	e) providing intensified instruction; and				
	f) providing other related activities, as approved by the Department of Education.				
2)	Prior to the implementation of grant activities, the district has conducted planning, trained personnel, and either acquired or developed curriculum.				

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*(Check responses agreed on by your self-assessment team.)*

	Yes	No	In Progress	Evidence
<b>Systemwide Improvement Grants (Section 7115)</b>				
1) The LEA has applied for and received a grant for systemwide improvements.				
2) Grant funds are used to improve the education of limited English proficient students and their families by reviewing, restructuring, and upgrading:				
a) educational goals, curriculum guidelines and content, and standards and assessments;				
b) personnel policies and practices including recruitment, certification, staff development, and assignment;				
c) student grade promotion and graduation requirements;				
d) student assignment policies and practices;				
e) family education programs and parent outreach and training activities designed to assist parents in becoming active participants in the education of their children;				
f) the instructional program for limited English proficient students by identifying, acquiring and upgrading curriculum, instructional materials, educational software and assessment procedures and, if appropriate, applying educational technology;				
g) tutorials and academic or career counseling for children and youth of limited English proficiency; and				
h) other related activities, as approved by the Department of Education.				

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*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
<b>Applications (Section 7116)</b>					
1)	The LEA's application includes documentation that it has qualified personnel required to develop, administer, and implement the proposed program.				
2)	The content of the grant contains the following:				
a)	a description of the need including data on the number of children and youth of limited English proficiency in the school or school district to be served and the characteristics of these children and youth, i.e., language spoken, dropout rates, proficiency in English and the native language, academic standing in relation to English proficient peers, and where applicable, the recency of immigration;				
b)	a description of the program to be implemented and how such program's design:				
1)	relates to the linguistic and academic needs of the children and youth of limited English proficiency to be served;				
2)	is coordinated with other programs under this Act, the Goals 2000: Educate America Act, and other Acts, as appropriate;				
3)	involves the parents of the children and youth of limited English proficiency;				
4)	ensures accountability in achieving high academic standards; and				
5)	promotes coordination of services for the children and youth of limited English proficiency and their families.				
c)	a description, if appropriate, of the applicant's collaborative activities with institutions of higher education, community-based organizations, local or state educational agencies, private schools, nonprofit organizations, or businesses in carrying out the proposed program;				
d)	an assurance that the district will not reduce the level of state and local funds that it expends for bilingual education or special alternative instruction programs if the district receives an award;				
e)	an assurance that the district will employ teachers who, individually or in combination, are proficient in English, including written, as well as oral communication skills; and				
f)	a budget for grant funds.				

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*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
3)	In addition, the LEA's application for either a comprehensive school grant or a systemwide improvement grant describes:				
	a) current services it provides to children and youth of limited English proficiency;				
	b) what services children and youth of limited English proficiency will receive under the grant that children or youth may not otherwise receive;				
	c) how funds will be integrated with all other federal, state, local, and private resources that may be used to serve children and youth of limited English proficiency;				
	d) specific achievement and school retention goals for the children and youth to be served and how progress toward achieving such goals will be measured; and				
	e) current family education programs if applicable; and				
4)	Provides assurances that:				
	a) the program funded will be integrated with the overall educational program; and				
	b) the application has been developed in consultation with an advisory council, the majority of whose members are parents and other representatives of the children and youth to be served.				

### Capacity Building (Section 7118)

1)	Funds are used to build the district's capacity to continue to offer high quality bilingual and special alternative education programs and services to children and youth of limited English proficiency once federal assistance is reduced or eliminated.				
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# IASA Self-Assessment Tool

*(Check responses agreed on by your self-assessment team.)*

	Yes	No	In Progress	Evidence
<b>Evaluations (Section 7123)</b>				
1) The LEA conducts the required program evaluations every two years.				
2) The data from the evaluation is used:				
a) for program improvement;				
b) to further define the program's goals and objectives; and				
c) to determine program effectiveness.				
3) The components of the evaluation include:				
a) how students are achieving the State student performance standards, if any, including data comparing children and youth of limited English proficiency with nonlimited English proficient children and youth with regard to school retention, academic achievement, and gains in English (and, where applicable, native language) proficiency;				
b) program implementation indicators that provide information for informing and improving program management and effectiveness including data on appropriateness of curriculum in relationship to grade and course requirements, appropriateness of program management, appropriateness of the programs' staff professional development, and appropriateness of the language of instruction;				
c) program context indicators that describe the relationship of the grant activities to the overall school program and other federal, state, or local programs serving children and youth of limited English proficiency; and				
d) other information as required by the Department of Education.				

## The IASA Self-Assessment Tool

### PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON TITLE VII PROGRAMS

1. Assistance is needed for the following components:  
(List or specify that no assistance is needed.)

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2. The contact person to arrange the assistance is: \_\_\_\_\_

(Name and Phone Number)

3. The type of assistance needed includes:  
(Check all that apply)

☐

materials, resources

☐

telephone consultation with the SEA or another technical assistance provider

☐

professional development

☐

short term

☐

long term

☐

expert consultant/distinguished educator

☐

school support team assistance

☐

facilitation/problem solving by the school improvement team or whole faculty

☐

Other \_\_\_\_\_

(Please specify)

## **The IASA Self-Assessment Tool**

### **Title VII Part C — Emergency Immigrant Education Program (EIEP)**

#### **Authorizing Statute**

Public Law 103-382 (*Improving America's Schools Act*)

#### **Target Population**

Local school districts which have a large enrollment of immigrant students.

#### **Purpose**

The purpose of this program is to assist eligible local educational agencies that experience unexpectedly large increases in their student population due to immigration to provide high-quality instruction to immigrant children and youth; and help such children and youth with their transition into American society; and meet the same challenging State performance standards expected of all children and youth.

#### **Program Description**

To provide funding to local educational agencies which have 500 or 3% immigrant children and youth who are enrolled in public elementary or secondary schools under the jurisdiction of each local educational agency.

#### **Parameters**

Funding for this program will be coordinated with other programs assisted under this Act, the *Goals 2000: Educate America Act*, and programs assisted under Part A of Title I. Payments will be distributed among local educational agencies within the state on the basis of the number of immigrant children and youth. Each state educational agency receiving funds shall submit, once every two years, a report to the Secretary concerning the expenditure of funds by local educational agencies.

## **The IASA Self-Assessment Tool**

### **Collaborating Programs**

Title VII – Bilingual Education, Bilingual Programs and English As A Second Language, and other IASA administered programs.

### **Grant Period**

The grant period runs from October 1 to September 30.

### **Eligible Sub-recipients**

Public schools, including charter schools and private schools.

**The IASA Self-Assessment Tool  
Local Education Agency (LEA)  
Emergency Immigrant Education Program  
(IASA Title VII, Part C)**

**PART A: PROGRAM COMPLIANCE**

*(Check responses agreed on by your self-assessment team.)*

		Yes	No	In Progress	Evidence
1)	The LEA uses funds to pay for enhanced instructional activities of immigrant children and youth to include:				
a)	family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;				
b)	salaries of personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;				
c)	tutorials, mentoring, and academic or career counseling for immigrant children and youth;				
d)	identification and acquisition of curricular, educational software, and technologies to be used in the program;				
e)	basic instructional services which are directly attributable to the presence in the school district of immigrant children, including the costs of providing additional classroom supplies, overhead costs, costs of construction, acquisition or rental of space, costs of transportation, or such other costs as are directly attributable to such additional basic instructional services; and				
f)	other related activities.				
2)	The budget justification includes a narrative description of eligible Emergency Immigrant Education Program activities.				
3)	The application includes the necessary assurances.				

## The IASA Self-Assessment Tool

### PART B: ASSESSMENT OF NEED FOR TECHNICAL ASSISTANCE ON THE EMERGENCY IMMIGRANT EDUCATION PROGRAM

1. Assistance is needed for the following components:  
(List or specify that no assistance is needed.)

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2. The contact person to arrange the assistance is: \_\_\_\_\_  
(Name and Phone Number)

3. The type of assistance needed includes:  
(Check all that apply)

- ☐ materials, resources
- ☐ telephone consultation with the SEA or another technical assistance provider
- ☐ professional development  
☐ short term ☐ long term
- ☐ expert consultant/distinguished educator
- ☐ school support team assistance
- ☐ facilitation/problem solving by the school improvement team or whole faculty
- ☐ Other \_\_\_\_\_  
(Please specify)